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ABSTRACT

This unit on camping skills is designed for special education students at the high school level. The objective of the unit is to provide students with an adequate camping knowledge and skill development to allow them to participate in camping activities. There is an emphasis on maintaining environmental quality as a part of good camping practices. Topics in this unit include reasons for camping, selecting the camping equipment, clothes for camping, selecting a campsite, and the setting up and taking down of a tent. Each of the 10 topics provides the teacher and student with an overall objective and a number of related activities. To further aid teachers, the appendix includes information on building a campfire, pitching a tent, and cooking campfire meals, plus other topics. Directions for planning the ultimate camping field trip are given in detail for the teacher and other adult participants. (MA)

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ENVIRONMENTAL EDUCATION PROJECT
ESEA TITLE III, SECTION 306

Topeka Public and Parochial Schools
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A unit developed by the Environmental Education Project Staff, April, 1973, for Level IV Educable Mentally Retarded Special Education Classes.

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CAMPING

SKILLS

SE 019 468

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FOREWORD

Camping is one of the most popular leisure activities in society today. The need for camping skills will certainly increase as the amount of leisure time increases. The number of ways and means of camping are limited only by the camper's creative desire. A person can rough it, camp in luxury, camp alone, or with a group.

This unit is designed to provide enough camping information and skill development to enable special education students at the high school level to successfully participate in camping activities. Stress is placed on proper use of the environment.

The unit includes ten topics: 1) Reasons for Camping; 2) Selecting the Camping Equipment; 3) Clothes for Camping; 4) Selecting the Campsite; 5) Setting Up and Taking Down A Tent; 6) The Campfire; 7) Purifying Water for Drinking; 8) Planning and Preparation of Foods; 9) The Field Trip; and 10) The Follow-Up. These topics are essential to a successful camping experience. Objectives and activities for students and teachers are presented for each topic. Teaching Aids are located in the Appendix. Slides illustrating most topics in the unit are available from the project office.

Relevancy of this unit is insured as students use skills and information taught in the classroom and learn new skills as they participate in a camping experience.

Thad Whiteaker

Thad Whiteaker
Program Specialist - Special Education

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The enclosed curriculum is the result of input from the project's paraprofessionals and volunteers, science teachers, Community Council members, parents, students, and interested lay citizens.

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Donald French
Project Coordinator

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Goal and Objectives

Goal: To develop the knowledge and skills that will enable the students to camp successfully.

Behavioral Objectives:

1. Given a list of phrases, the students will select "to relax," "enjoy the outdoors," "to hike and fish," and "to save money on vacations" as reasons why people camp.

2. Given a list of various kinds of equipment, the students will select equipment that would be needed to provide shelter, heat, food, and for sleeping on an overnight campout.

3. Given a list of words, the students will select old, strong, light, and roomy as words that apply to clothing worn on a campout.

4. Given a list of terms and phrases describing a campsite, the students will select "level land," "firewood nearby," and "protected from the wind" as the characteristics of a good campsite.

5. During the field trip, the students (as a part of a two man team) will be able to put up and take down a tent.

6. During the field trip, the students (as part of a four man team) will be able to prepare a fire site, build a fire, and extinguish it properly.

7. Given six choices, the students will select "boiling" and "Halazone tablets" as two methods of purifying water for drinking.

8. Given a choice of four menus for a campout lunch, the students will select the one that includes foods from the four basic food groups.

9. During the field trip, the students (as part of a four man team) will be able to prepare a meal.

10. Given a list containing all the activities of the field trip, the students will indicate that they enjoyed three of them.

Unit Time Line

DAY	Before the Field Trip
X	If pretesting is to be done - administer pretest.
	Schedule films and slides.
	Study topics I through V.
18	Check with program specialist to set up a field trip date.
14	Submit request for field trip to building principal. Check with principal to see that requirements for notification of parents have been fulfilled.
	Study topics VI through VIII.
7	Students should be grouped. Each group should have planned their own menu and prepared a list of equipment needed.
6	Meet with program specialist to go over field trip details.
1	Contact program specialist to affirm readiness for trip on the following day. Give students the instructions they will need to be fully prepared for the trip.
0	Field Trip
	After the trip
1	Study topic X and review other topics needing reinforcement.
X	Administer posttest.
X	Fill out Teacher's Unit Evaluation and submit to program specialist.

Topic I

Reasons for Camping

Objective: Given a list of phrases, the students will select "to relax," "enjoy the outdoors," "to hike and fish," and "to save money on vacations" as reasons why people camp.

Activities:

A. Film: Yellowstone - Our First National Park

1. This film is slightly dated; however, it has some interesting and useful topics that can serve as an introduction to this unit.

2. Some points covered are: 1) park fees and regulations; 2) why people go to parks; 3) the variety of lodgings available; 4) different types of camping; 5) hiking; 6) wildlife; and 7) forest fires.

3. After the students have seen the film, encourage them to share any personal camping experiences. However, don't limit the discussion to camping trips. Everyone has probably visited parks and other outdoor places. As the students share experiences, try to get them to give reasons why they enjoyed camping, picnicing, and similar experiences.

B. Camping Bulletin Board

1. Prepare a bulletin board display showing various camping scenes. The teacher should begin the initial preparation of the board. Prepare an eye-catching title for the board and put up a few scenes. Discuss with the students: 1) Are the people in the camping pictures enjoying themselves?; 2) Why do people camp?; 3) What are various camping activities?

2. Invite the students to bring pictures for the bulletin board or prepare one of their own. Outdoor magazines are a good source for pictures.

3. For those students that like art, they might prepare a mural of camping scenes and activities.

4. Be sure to emphasize relaxing, enjoyment of the outdoors, hiking and fishing, and to save money on vacations as reasons people camp.

TOPIC II

Selecting Camping Equipment

Objective: Given a list of various kinds of equipment, the students will select equipment that would be needed to provide shelter, heat, food, and for sleeping on an overnight campout.

Activities:

A. Discussion: Camping Equipment

1. The kind of equipment will vary with the length of the campout, the number of people involved, and the time of the year. For instance, many people use campers on their truck, and others simply sleep on the ground. There are pieces of camping equipment that are basic though and the class discussion should stress the basic items for an overnight campout.

2. First, ask the students for their ideas of what they would need to camp out one day and one night in one of our state or federal parks. List the items on the board for comparison and discussion.

   Mark those items in the students list which are luxury items. Help students make a new list based on these six areas:

   1) Shelter - protection from sun, rain, and cold.
   2) Sleeping - there are various types of items and equipment for sleeping. A sleeping bag is common; however, they can be expensive. Some people simply use old quilts and covers.
   3) Nourishment - food and the related equipment such as matches for fires, ax for fuel, etc.
   4) Lights - some provisions will need to be made for some way to provide lighting.
   5) Heat Source - weather conditions may demand a heat source - campfire, heat stove, etc.
   6) First Aid Kit - cuts and scratches will need attention.

B. Bulletin Board Display of Camping Equipment

1. Instruct the students to look through various magazines and catalogues for pictures of camping equipment. They should cut the pictures out and place them on the bulletin board. This activity should provide an opportunity for the students to see the many types of camping equipment that is available today.

2. Select a title that tells the purpose of the bulletin board.

3. Discuss the expense of various items on the board. Are they all necessary?

4. Visit different stores. Price and compare items.

TOPIC III

CLOTHES FOR CAMPING

Objective: Given a list of words, the students will select old, strong, light, and roomy as words that apply to clothing worn on a campout.

Activities:

A. Make a "Camping Clothes" Bulletin Board

1. Set up a bulletin board. Mark it off into two sections: "wear" and "don't wear." If bulletin boards aren't available, folders could be used for each section.

2. Instruct the students to put pictures of people wearing clothing appropriate for overnight camping in the "wear" section. Pictures of inappropriate clothing for camping should be posted in the "don't wear" section.

   Be sure students are aware they should select old, strong, lightweight and roomy clothing.

3. Magazines such as catalogs, Outdoor Life, Field and Stream, and Camper's Journal are good sources for pictures.

4. Remind students that the season of the year will play a part in the selection of clothing.

5. The activities you intend to do will be a factor in selecting camping clothes. If you intend to hike you may need clothes different than if you merely intended to lounge around camp all the time.

B. Discussion: Camping Clothes

1. Direct a discussion on clothes suitable for camping. Discuss the merits of old clothes versus new clothes. Mention that old clothes are much more comfortable than new clothes. The actual camp-out or hike is not the place to break in new clothes or gear. This should be done before the trip.

2. Be sure that the discussion includes articles of clothing such as: 1) hats (caps) to protect the head from the elements; 2) clothing for protection from rain, sun, and chill of night; and 3) footwear for hiking and camp work.

C. View Slides

1. Check with organizations that do outdoor activities. If they have slides available borrow them to show the various types of clothing that may be worn in different camping situations.

2. Compare and discuss the clothing shown in the slides as to their usefulness for the camping experience that you and your students will be doing.

3. Discuss the expenses that would be involved in providing certain types of clothing. Point out that usually people have the necessary clothing around their homes for an overnight campout. However, a week long camping trip would probably involve more clothing than a person has on hand.

4. See Appendix IV for clothing tips.

D. Group Work on Clothing Lists

1. Divide the class into three groups. Provide adult leadership for each group.

2. Give one group the responsibility for developing a clothing list for an overnight camping trip. The second group should put together a list for a two-day, two-night trip. A third group should make a list for a week-long camping trip.

3. Be sure and plan for clothing damaged during the overnight.

4. After the groups have finished making their lists, have them compare and discuss each list. Point out that the quantity of clothing will probably increase with the longer trips; however, a person need not worry about changing clothes every day.

TOPIC IV

SELECTING THE CAMPSITE

Objective: Given a list of terms and phrases describing a campsite, the students will select "level land," "firewood nearby," and "protected from the wind" as the characteristics of a good campsite.

Activities:

A. Speakers

1. Have a person that is knowledgable in camping speak to the class.

2. Camping clubs, park personnel, or scout groups can probably supply people who know a great deal about camping.

3. The speaker would probably be able to cover a variety of topics on camping; however, be sure that he covers what he considers to be the characteristics of a good campsite (level land, availability of firewood, and protection from the wind).

4. Suggest that the speaker use slides showing several campsites.

B. Discussion: Campsite Selection

1. Have the students pretend they are going to camp out on their own. Ask them to think of the kind of place they would want to set up their tent and build a campfire. The class as a whole should discuss each suggestion. Write the responses on the board for future reference. Eventually, you will have a list of the characteristics of what the class considers to be a good campsite. Be sure you stress availability of water and firewood, level land and protection from the wind.

3. See Appendix VI for some examples of the things to consider in selecting a campsite.

TOPIC V

SETTING UP AND TAKING DOWN A TENT

Objective: During the field trip, the students (as part of a two man team) will be able to put up and take down a tent.

Activities:

A. Show Slides and Pictures of Tents

1. If possible, borrow slides of camp scenes from local camping clubs. Show the slides to the class pointing out the various types of tents and other kinds of shelters. Discuss with the students the amount of protection, comfort, and convenience each type of shelter offers.

2. If slides are not available, pictures of tents found in sporting catalogs and outdoor magazines can be used.

B. Demonstration: A Pup Tent

1. Borrow a pup tent. You can partially set it up in the classroom so that the students can get an idea of its usefulness.

2. National Guard Units are a possible source from which to borrow pup tents. Scout groups are also a possible source.

3. Pup tents can be borrowed from the Environmental Education Project office.

C. Tent Sketches

1. See Appendix VIII for sketches of various types of tents. This appendix also contains some good general tent information.

2. Run off a copy of this appendix for each student. Go over it with them. Discuss each type of tent and the tips.

TOPIC VI

THE CAMPFIRE

Objective: During the field trip, the students (as part of a four man team) will be able to prepare a fire site, build a fire, and extinguish it properly.

Activities:

A. Discussion: Preparation of the Campfire Area

1. Ask the students if they would build a fire at the base of a tree. Point out that the heat from the fire could damage the roots of the tree and the whole tree could catch on fire.

2. Discuss the reasons for clearing away a large circular area where the fire is to be built. Emphasize that the fire should be only large enough to do the job. Small fires are usually sufficient.

B. Demonstration of Tinder, Kindling, and Fuels

1. Show samples of tinder, kindling, and fuel to the class. Place each sample in a pile side by side. Discuss with the students the order in which each should be used.

2. Tinder is the material you light with the match. It should be in pieces not thicker than a match, but longer. Shavings, fine twigs (especially from evergreen trees), bundles of tops of bushes, thin pieces of bark make good tinder. Paper also makes good tinder, but it is considered more skillful to build fires without it.

3. Kindling is a larger size wood than tinder. It is put on the fire after the tinder is burning. Dry sticks and twigs that range in size from pieces just bigger than tinder up to pieces as thick as the thumb, and from six to twelve inches long, would be classified as kindling. Larger pieces of wood may be split for kindling.

4. Fuel is the real fire material. The wood should be firm and range in size from just larger than kindling to good-sized logs, depending on its use.

5. See Appendix VI for tips on the kind of wood to use.

6. See Appendix VII for examples of campfires and preparation of the fire area.

C. Slides of Campfires

1. Local camping groups and Boy Scouts Organization may have slides showing campfire scenes. Approach these people regarding any visual materials they may have.

2. You may be able to develop your own set of slides showing the right and wrong ways of preparing an area and building a fire.

3. If slides are not available, pictures from magazines might serve as a substitute.

D. Discussion: How To Put Out A Campfire

1. Discuss with the students the importance of making sure that a campfire is completely out before leaving it. Point out that one little spark in a clump of dry grass, sticks, or leaves can completely destroy a forest or grassland. These places serve as homes and provide food for wildlife. Of course, many kinds of wildlife are destroyed by such fires.

2. Have the students list some steps they feel should be taken in extinguishing a campfire. Put them on the board. If someone suggests putting the fire out with water, ask them what they would use if no water was available.

3. After you have listed the students steps for putting out a campfire, discuss any of the steps below not included in their list:

   1) Let the fire die down as much as possible.
   2) Scatter the coals, break up big pieces, knock logs apart.
   3) Stir the coals and douse them with water, then stir the coals again. Repeat this process until there are no live coals.
   4) If you have no water, put on sand or dirt and stir thoroughly.
   5) When you can press your hand on the spot where the fire was, you know it is out.
   6) Cover the extinguished fire with rocks or dirt and check carefully before you leave.

E. Discussion: Fire Safety

1. Discuss these safety points with the students:

   1) Don't build fires when you are alone. If the fire were to get out of hand, or you were to accidentally catch on fire, you probably would not be able to handle either situation by yourself.
   2) Don't "play" with fire. It is very easy to get a spark blown into an eye or the clothing.
   3) Clear the ground around the fire so the wind will be less likely to blow a spark and spread the fire.
   4) Dig a trench in the ground if it is windy or if there are no rocks or logs to enclose the fire. Pile the dirt and sod to one side and replace it when you are finished.
   5) Build small fires.
   6) Break matches in two before throwing them away. By doing this, you can be pretty certain the match is completely out.
   7) Never leave a fire unattended. If it were to get out of hand, there would be no one around to put it out.

TOPIC VII

PURIFYING WATER FOR DRINKING

Objective: Given six choices, the students will select "boiling" and "Halazone tablets" as two methods of purifying water for drinking.

Activities:

A. Discussion: Drinking Water on a Campout

1. Lead a discussion on the ways of providing drinking water on a campout. Ask the students to give their ideas as to how they would get drinking water.

2. A supply of water for an overnighter can usually be brought from home. This water is unquestionably safe.

3. Ask the students to give their thoughts about drinking water from lakes and streams in the local areas. Slides illustrating several sources of water such as mountain streams, lakes, ponds, and stagnant pools could be used for discussion. Point out that streams may flow through pastures and into the lakes. Animals may use the same water you do. Toilets from nearby homes may drain into the streams.

4. Ask the students to give their thoughts about drinking water from high mountain streams. Discuss the difference between the water from a mountain stream and the streams and lakes in a low, flat area.

5. Ask the students to suggest ways of purifying water to drink in case they can't be sure the water supply is pure.

B. Demonstration of Water Purification Methods

1. Unless you know for sure that water is safe to drink, it is always wise to purify it.

2. Demonstrate two ways to purify water.

   1) Boil the water for five minutes. Boiled water tastes flat because the oxygen is boiled out. Pour the boiled water back and forth from one container to another several times. The boiling kills harmful germs in the water and the pouring restores the oxygen.

   2) Use water purification tablets such as Halazone. These tablets can be purchased in most drug stores. (Read the directions on the bottle.) Be sure the tablets are fresh. Place two tablets in a quart of water. Let the water stand for thirty minutes. Shake the container occasionally during the thirty minutes waiting period.

3. Demonstrate these two methods of water purification in the classroom using water from a nearby stream or lake. Let the students taste the water after it has been purified.

4. Point out that the water should be purified in advance. Do not wait until you get thirsty to begin to boil the water or use the Halazone tablets. It takes time to purify water.

TOPIC VIII

PLANNING AND PREPARATION OF FOOD

Objective: Given a choice of four menus for a campout lunch, the students will select the one that includes foods from the four basic food groups.

Activities:

A. Discussion: Food Suitable for Campouts

1. Invite the students to name the food they would take if they were going to camp out in the open spaces for one day and one night. List these on the board.

2. After they have listed their choices, decide on the items that would be practical. Some food is perishable and will spoil rather quickly unless it is refrigerated. Other food may be bulky and heavy. Some food may take a great deal of time and effort to prepare. A person must decide why he is camping before he determines how much time he wishes to spend cooking.

3. Discuss the difference between dehydrated food, fresh food, and frozen food.

4. Discuss the four basic food groups. They are: 1) leafy, green, and yellow vegetables; 2) citrus fruits, tomatoes, raw cabbage; 3) milk, cheese, and ice cream; and 4) meat, poultry, fish, eggs, dried peas, and beans. A single meal should include its share of these daily foods. Encourage the students to plan their meals around the basic food groups.

5. See Appendix I for sample menus.

6. See Appendix II for cooking suggestions.

7. See Appendix III for basic recipes.

B. Food Display

1. Set up a table to display samples of various foods that might be suitable for campouts (pictures could be used). Such items as fresh, condensed, and powdered milk, cheese, bread, salt, pepper, flour, mayonnaise, hamburger, fresh vegetables, frankfurters, fresh eggs and powdered eggs should be exhibited and/or illustrated.

2. You could leave the samples out for several days to show how various foods spoil unless properly refrigerated. Discuss each item in regard to: 1) convenience of transporting it; 2) time and effort in cooking; and 3) its place in the four basic food groups.

C. Sample Menu

1. Divide the class into groups of two. Each group of two should prepare a campout menu for a one day and one night camp trip. The food items can be perishables because they will have an ice chest on this trip. The groups should price food items and plan cost of meals.

2. Have each group plan a campout menu as in number 1 above but do not include perishable items. This will give students practice in planning perishable and nonperishable menus.

TOPIC IX

THE FIELD TRIP

Overview:

To acquire all the skills that are necessary to enjoy camping, the students must be able to actually practice the skills involved. A one-day field trip will be provided in order to give the students the opportunity to practice on these skills. After the class has had the opportunity to practice camp-craft on a one-day trip, they might want to schedule an overnight campout. This would be an optional activity. The overnight activity would be best suited for early fall or late spring.

The One-Day Camp Trip

1. The program specialist will be responsible for the trip. He will be assisted by the classroom teachers, paraprofessionals, and qualified volunteers.

2. Transportation will be provided by the Environmental Education Project.

3. Before the trip the class should be divided into small groups. Three to a group if possible.

4. Each group will be responsible for getting together a list of equipment they will need. This will include tents, axes, shovels, cooking utensils, etc. The teacher should work closely with the groups in selecting the equipment. Encourage the students to furnish as much of the equipment as possible. Look to camping groups and National Guard units for tents and other items.

5. Each group must plan a menu for one meal. This meal may be a breakfast, lunch, or supper (dinner), even though it will be cooked at midday. This must be done before the trip. After the group has planned their menu, they should turn it in to their teacher. Encourage the groups to furnish as much of the food as possible.

6. At the campsite, a qualified leader will be assigned each group of students.

7. Each group of students under the supervision of their adult leader will:

   1) Select a place to set up their tent. They must take into consideration the characteristics of a good campsite.

   2) Prepare an area for a campfire. They should prepare the area using proper methods.

   3) Gather tinder, kindling, and fuel in preparation for building a fire.

   4) Set up their tent. After the tent has been set up, tear it down and set it up again.

   5) Get water from a source that would be considered impure.

6) Build a fire for cooking the meal. Students should use the Teepee, Crisscross, Hunters, or Tin Can Fire.

7) Boil water for drinking. Also, use Halazone tablets to purify a quart of water.

8) Cook the meal.

9) Clean up after the meal. Put out the fires. The fires should be put out properly.

10) Tear down and fold the tents.

11) Engage in a fire building contest with other groups.

12) Take part in a contest to see which group can put up and take down their tents the quickest.

13) Go on a hike with their leader. Examine the natural resources of the area.

14) Inspect each others campsite before leaving for home.

Field Trip Schedule

9:30 - Leave school

9:45 - Arrive Outdoor lab - free time to look over area and use restrooms

10:00 - Leaders and groups
1) select campsite
2) prepare fire area
3) gather tinder, kindling, fuel
4) practice tent pitching
5) purify drinking water
6) build a fire, cook and eat meal
7) clean up cooking utensils, put out fire, strike tent, clean up area

1:00 - All groups gather at the central camp
1) fire building contest between groups
2) tent pitching contest
3) each group with leaders hike around the area and inspect the different sites. Determine if they were cleaned up and left in good shape
4) hike to observe natural resources

2:45 - leave site - return to school

TOPIC X

THE FOLLOW-UP

Objective. Given a list containing all the activities of the field trip, the students will indicate that they enjoyed three of them.

Activities:

A. Discussion: The Field Trip

1. Encourage the students to talk about the things they liked about the trip.

2. Ask them to mention the things that gave them the most trouble on the trip.

3. Ask them if they feel they are ready to camp out overnight.

B. Show Slides Taken on the Trip

1. Pictures will have been taken of each group in different activities.

2. After they have been developed, show them to the class.

3. The slides can be shown for enjoyment; however, they may show some things that need to be improved.

C. Teach those skills not taught on the trip or those that were not successfully demonstrated during the trip.

APPENDIX I

OUTDOOR COOKING MENU

The meals that you plan for outdoor cooking should be very much like those you would have at home. It should include the foods that make up a well-balanced meal. Meals easy to fix are usually the best. Choose the main item to be cooked and plan the rest of the meal around it. If you have planned to have a heavy dessert, plan a light main dish. If you have a one-pot stew, plan a fruit dessert. The following plans include ideas for well-balanced meals.

For one meal, include the following:

1. An egg, meat, fish, or piece of cheese.
2. Milk, if possible (for drinking and cooking).
3. Fruit of some kind.
4. At least one vegetable (except for breakfast).
5. Dark or enriched bread.

In the meals for a day, include:

1. At least a pint of milk (for drinking and cooking). Carry canned, powdered, or pasturized milk.
2. Cereals or bread (dark or enriched).
3. Fruit of some king (serve it twice).
4. Two or more vegetables, one of which should be green, leafy, or uncooked.
5. A potato, in addition to other vegetables.
6. A small portion of meat, cheese, fish, egg, dried beans, or peas.
7. Butter or fortified margarine.

General Suggestions For Meals

Breakfast: Fresh or cooked fruit
Hot or cold cereal
Select one:
Pancakes
Bacon and eggs
French toast or biscuits
Honey, jam or syrup as needed
Cocoa or milk - coffee for adults

Lunch: One-pot dishes, salads, and sandwiches, soups
Raw vegetable or salad
Bread and butter
Dessert
Milk or cocoa, coffee or tea for adults

Supper (Dinner):
Meat, fish, eggs or cheese
Vegetables, one cooked, one raw
Rice, potatoes, macaroni, noodles or spaghetti
Dessert (use fruit with a heavy meal and plan a light meal if you want a heavy dessert)

APPENDIX II

COOKING SUGGESTIONS

SUGGESTED ITEMS FOR TOASTING

Sandwiches to be toasted -

Cheese, meat, jelly, raisin bread

Bread to be toasted; make the sandwiches at the site spot.

Dinner Rolls spread with cheese spread, or just split and toasted

Frankfurters

Desserts - marshmallows
some-mores (graham cracker, marshmallow, Hershey's chocolate)

SUGGESTIONS FOR THINGS TO COOK ON A GREEN STICK

Green stick broiler items

All foods listed above

Steak, bacon or ham, chops

Bread twists

Pioneer drumstick

Kebabs

Desserts - Lots-Mores

Suggestions for one-pot dishes -

Chili Con Carne

Chowder

Campfire Stew

American Chop Suey

Savory Beans

Desserts cooked in a pot -

Chocolate Drops

Candied Apples

Suggestions for things to cook in small frying pans (6-inch pan or a tin can stove):

Anything that can be fried

Hamburgers

Frankfurters

Bacon

Eggs - fried or scrambled

Pancakes

Suggestions for beverages:

Cocoa

Coffee

Tea

APPENDIX III

BASIC RECIPES

BASIC PANCAKE RECIPE - serves 8

2 cups bisquick
1 egg
1 1/2 cups milk
Grease for frying

Frying pan - individual ones are good (or tin can stoves)
Turners
Bowl or pan
Spoon

Add slightly beaten egg. To mix, add milk slowly. Batter should just pour from spoon.

Have pan hot and well greased. Pour spoonful on pan, cook until bubbles appear on top, then turn. (The smaller, the easier for beginners to cook. Try flipping, using individual pans. When using batter for a large group, give each camper a paper cup of batter.)

BREAD TWISTS OR DOUGHBOYS - per person

3/4 of a cup prepared biscuit flour
About 1/4 cup water
Small amount of extra flour

Green stick, one end a little bigger than thumb; peeled 3 inches down
Cup or small paper bag

Coals

Mix dry ingredients in bag or cup; work in shortening with fingers. Add water slowly, until stiff dough is formed. Handle as little as possible to keep from getting tough. Make it stiff enough to hold together; add a little flour if it gets too moist. (Only practice will tell you!)

Heat stick; flour it; flour hands; put half mixture on stick, winding like a ribbon spirally down the stick, with space between twists, OR place over the end, squeezing gently into a long thin covering. Cook by holding about six inches away from coals at first, so inside will bake, then brown nearer coals. Turn continually. Will slip off stick easily when done. Stuff hole with bacon, jam, etc.

BASIC CHOWDER RECIPE - per person

1 slice fat bacon
1/8 onion per person
1/2 medium-sized potato (diced)
1/4 can corn
1/4 pound fish, or hamburger
Salt and pepper
1 can of tomatoes

Kettle
Jackknife
Ladle or spoon

Cut bacon and onions very small. Fry in bottom of kettle until brown. (Stir frequently to prevent burning. Pour off extra grease.)

Add corn, fish or meat, with a little water, as needed. Let cook slowly until fish or meat is cooked. Add diced potatoes about 1/2 hour before time for serving and cook until done. Season, and add milk just before serving, if using milk. Bring to boiling point, but do not boil.

AMERICAN CHOP SUEY - serves 8

2 cans spaghetti with tomato sauce
3-4 onions (small), peeled and diced
1 1/2 pounds hamburger
Salt and pepper; frying grease

Frying pan or kettle
Jackknife

Fry onions and pepper in fat until brown. Pour off excess fat. Add hamburger, and cook until well done, but not crisply brown. Add spaghetti and heat well. Season to taste. Serve hot.

SCRAMBLED POTATOES - serves 8

8 medium-sized cold boiled potatoes, diced
2 small onions, peeled and diced
4 pieces bacon, cut in small pieces, or small amount bacon fat
8 eggs
Salt and pepper; frying grease

Jackknives
Frying pan or kettle

Fry onions with bacon pieces, or in bacon fat until light brown. Add potatoes, and fry until brown and crisp. Break eggs into mixture, stirring while it cooks; cook until eggs are set. Season well. Serve hot.

Add a little cheese or tomato catsup or both, if desired.

CHILE CON CARNE - serves 8

4 tablespoons drippings
About 8 tablespoons chopped onion
1 1/2-2 pounds ground steak or left-over meat
2 quarts canned tomatoes
2 cans kidney beans
Salt

Kettle
Spoon
Jackknife

Fry onion in fat until light brown. Add meat, and cook until done, Add tomatoes and beans, and cook together. Season with chili powder and salt. Let it all simmer. Thicken with a little flour if needed. Add 2 tablespoons of Worcestershire sauce, if more seasoning is needed.

Note: You may want to add a little chili powder. Add it carefully.

CAMPFIRE STEW - serves 8

1 1/2-2 pounds hamburger
1 large onion, peeled and diced
2 cans CONCENTRATED vegetable soup
Salt and pepper; frying grease

Kettle or frying pan
Jackknife
Spoon

Make little balls of hamburger, adding seasoning. Fry with onions in frying pan, or in bottom of kettle, until onion is light brown and balls are well browned all over. Pour off excess fat. Add vegetable soup and enough water or soup stock to prevent sticking. Cover, and cook slowly until meat balls are cooked all through. (The longer, the better.)

SAVORY BEANS - serves 8

6 hot dogs
1 can of corn
2 cans of baked beans
1 medium-sized onion, peeled and chopped fine

Kettle
Spoon
Jackknife

Cut hot dogs in small pieces, and fry with onion until brown. Pour off excess fat.

Add corn and beans. Add a little water, if needed. Season to taste, and heat well, stirring to prevent sticking.

Add a little catsup if desired. Serve HOT.

POCKET STEW - per person

Each person brings a handful of cleaned and cut up vegetables, meat, etc. in a piece of waxed paper.

Fry onions (if any) and bacon together in pot; add a little water and any meat and vegetables; simmer slowly until done. (A few bouillon cubes help to give a good flavor.)

COCOA - per person

1 teaspoon cocoa
2 teaspoons sugar
1 cup milk, or equivalent; 1/2 cup evaporated milk and 1/2 cup water; or 4 tablespoons milk powder and 1 cup water
A little extra water

Kettle

Mix cocoa and sugar with water in kettle, and cook to a smooth paste, letting it bubble vigorously. Add milk and stir all thoroughly together.

Heat almost to a boil. Some add a pinch of salt. Beating with a whip prevents any scum from forming.

Note: Instant cocoa is a reasonable alternative.

COFFEE - per person

1 cup water per person
1 tablespoon coffee (regular grind)
1 extra tablespoon coffee for every 10 cups (1 pound coffee makes 45 cups)

Coffee pot
Bag of cheesecloth and string

Cold water coffee: Put coffee in bag, place bag in the water in pot, put on fire and bring to a boil. Boil 3 minutes. Remove bag; keep hot.

Note: Instant coffee is a reasonable alternative.

KEBABS - per person

1/4 pound round steak cut in small pieces, trimmed of fat
Small onion peeled and cut in slices
Partially boiled potato, if desired, sliced 1/4 inch thick
2 strips bacon, cut in squares
2 rolls or sandwiches
Tomatoes cut in slices
Green pepper slices
Pointed green sticks about size of little finger; peel down three inches
Jackknife

Coals

Place pieces of steak, tomato, onion, pepper, bacon, and potato alternately on sticks, pushing them down the stick and leaving a little space between pieces. Repeat in same order.

Sear quickly all over by holding close to coals, then cook slowly a little away from coal, turning until done.

INDIAN STYLE CORN ON THE COB

Turn back husks and strip off silk. Lay husks back in position (or cover with aluminum foil). Place ears on grill over hot coals. Roast, turning often 15 - 20 minutes.

FOIL BAKED POTATOES

Wash and brush with oil. Wrap each in a square of foil. Bake 45 - 60 minutes right on top of the coals turning often.

SPAM OR CANNED MEAT

Slice it and fry it (good with eggs or sweet potatoes)
Or
Cut it in strips and use it in a salad (with greens, tomatoes, cheese)

FISH FRY

1/3 cup yellow cornmeal
2 tablespoons of flour
1 teaspoon salt
1 pound fish fillets
1/4 cup oil

Combine cornmeal, flour, and salt. Dip fish in mixture to coat. Fry fillets in hot oil for about 4 minutes on each side or until brown.

POPCORN - 2 servings

Cover bottom of pan with oil and popcorn. Put on lid - heat over coals until popping stops. Salt.

SOME-MORES - serves 8

16 marshmallows (about 1/2 pound)
32 graham crackers (about 1 large package)
6 chocolate bars, the flat kind without nuts (break in thirds)

Green sticks for toasting
Jackknives

Coals

Make a sandwich of a piece of chocolate and two crackers. Toast a marshmallow golden brown, and well puffed. (SLOWLY over coals does it!) Pop into the sandwich; press gently together, and eat. Tastes like "some more."

Variations: Use peanut butter instead of chocolate - "Robinson Crusoes." Use slices of apples instead of crackers - "apple some-mores." Use chocolate-covered crackers instead of chocolate bars. Use a chocolate peppermint instead of milk chocolate.

LOTS-MORES - per person

3 marshamllows
3 squares milk chocolate (as marked on bar)

Split green stick
Jackknife

Coals

Split marshmallow through middle. Insert square of chocolate. Put in split stick and toast. When marshamllow is toasted, chocolate will be melted inside.

APPENDIX IV

CLOTHING TIPS

WHAT TO WEAR

This, too, depends on what you are going to do, as well as on the climate, season, and the probable weather for the day. Mainly, it is important just to use your head! Avoid too much or too little; too much will be a burden, too little will have painful results, and either will spoil your fun. Get advice from the experts in your locality.

Don't go fancy! Old, comfortable clothes that help you enjoy the outdoors with freedom of action and freedom from care are the best. Wear things that won't get snagged, that are strong but light, and that tend to be roomy rather than tight.

In general--plan for the kind of activity and the kind of weather you are apt to meet.

In the fall, the days will be warm, but as soon as the sun goes down, you'll need a sweater or jacket.

In the winter, several layers of light-weight wool will keep you warmer than one very heavy layer, and you can take off or put them back on as you need them.

For sun, keep head, shoulders, and legs covered when moving in the sun (go at sun-tanning gradually)! Peel off shirts when resting in the shade. Wear sun visors or glasses when on the road. Wigs for girls (or boys) are a "no-no" on camping or hiking trips.

For cross country, or rough going, wear jeans or smooth-material slacks that won't catch burrs; protect arms and legs from briars and branches.

For wind, wear closely woven jackets and slacks, a scarf at your neck, and knitted or tight cuffs at wrists and ankles.

For rain, in the summer it probably doesn't matter--if you can change to dry clothes when you stop walking. For cooler days, put a light-weight rain jacket or coat in your pack. Water-repellent jackets serve many purposes, and are especially useful in unexpected showers. Plan something to cover your head, and to keep rain from going uncomfortably down your neck!

For hiking, wear shoes that are comfortable (NOT NEW) and that give good support; they should be roomy, but not too large. Sandals, high-heels, or platform shoes are not made for the outdoor life. Wear one or two pairs of wool socks--with no darns and holes. (Take extra socks, no matter what else you take.) For heavy hiking, be sure soles of shoes are heavy. NEVER start out with shoes with soles that are beginning to rip, or are thin; you'll be sorry.

For overnight camping trips--go as light as you can; use dark shirts and jea ; take extra socks and underwear--plan to stop long enough to wash in a brook, if necessary.

APPENDIX V

HOW TO CHOOSE A CAMPSITE

The perfect campsite may never be found. But you should be able to find a spot that includes many of the good points of a desirable campsite. Here are the points to think about when selecting it. Try to find a place that has as many good points as possible.

SLOPE - The land where the camp is pitched should have enough slope so that rain water will drain off, but should be level enough for comfortable sleeping. If the land is flat, try to find a place where the soil will absorb any rain water. The ground should be soft enough so that tent pegs may be driven in, but not soggy or damp. The latrine should be located down hill from camp, the water supply and the eating area. It should be at least 100 feet from the camp kitchen.

AIR AND WIND - The camp should be pitched back to the prevailing winds and storm winds. It should be in a clearing where the sun can dry the ground and where free circulation of air will ventilate the tents. Low places may fill with fog or mosquitos at night. Pitch your camp high enough so that air will blow through it, but not on the highest point where lightning may strike.

WATER AND WOOD - If possible, both the water and wood supply should be close enough to camp for easy transportation.

LAYOUT - There should be enough space for tents so that each tent will have privacy. The camp kitchen and eating area should be conveniently located.

SAFETY - There should be no dead trees, nor live trees with dead branches, nor leaning trees, that may topple over in a wind storm and land in or around camp. If in mountainous country, check up-hill to see that there are no boulders that may topple down in a storm.

The camp should be far enough from any stream, river or tide water so that it will not be washed away in a flash flood or long rain.

APPENDIX VI

KINDS OF WOOD TO USE IN A CAMPFIRE

You will probably be using whatever you find around when you first begin to light fires. As you progress, you will learn about certain types of wood, and which are best for certain purposes. Here are a few hints to help you make a woodpile that will be useful--

Wood for kindling should SNAP when broken. In general, dead branches from lower limbs of trees make the best kindling. Sticks lying on the ground may be damp.

Tinder may be anything that is very light and dry--not any thicker than a match. Make little bundles of tiny twigs.

Sticks that bend and do not snap are green; use only after a hot fire is started.

Wood that crumbles is rotten. (You'll find lots around--don't bother with it.) It has lost all its life and will just smoulder and smoke without giving off any heat.

Split wood burns well; the inside of a log is drier than the outside.

In wet weather, depend on dead branches on trees; they dry sooner than wood on the ground, as the air can get all around them.

APPENDIX VII

TYPES OF CAMPFIRES

Location:

The place to build the fire depends upon where you are, the kind of fire you need and the weather. The nearness of wood (or fuel) is also important. If the weather is clear with little wind, any desirable place will do. If there is rain, snow, or a strong wind, try to find some natural shelter such as rocks, cliff, cave, or clump of trees or the side of a sheltered ravine.

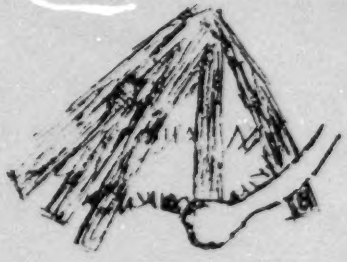
When the place is found, scrape the ground bare of leaves, grass or any other burnable material. Take away overhanging branches which may catch fire from flying sparks.

Laying the Fire:

The Teepee Fire, the Crisscross Fire, the Hunter's Fire, and the Tin Can Fire are explained below.

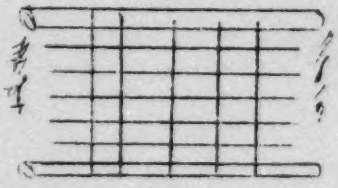
Select the method described below which best fits your situation.

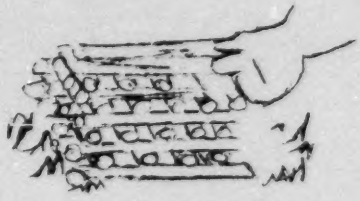
THE TEEPEE FIRE:



In the teepee fire, tinder is used as a base. Fine twigs are arranged around it to form a teepee. Split sticks are gradually increased in size and length until the fire is built to the desired size. The heavier wood is placed down wind and the fire is lit on the windward side.

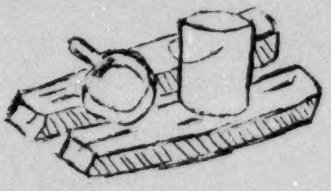
THE CRISSCROSS FIRE:

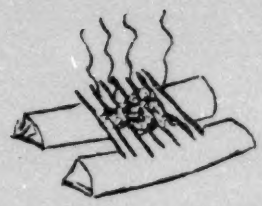


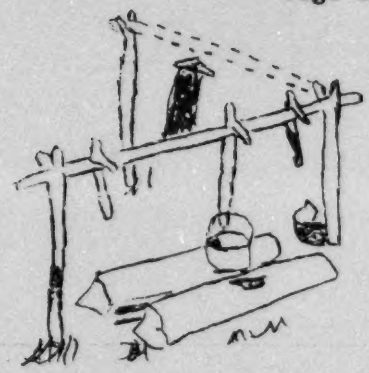


To make a crisscross fire, place two heavier pieces of wood approximately a foot long and as thick as your ankle on the ground eight or ten inches apart. Place a big handful of tinder between these sticks. Then lay fine twigs across the two heavy sticks above the tinder until the space is filled with sticks about one inch apart. Next lay slightly heavier twigs on top of the first layer at right angles to it. The third layer is of slightly heavier sticks and is placed at right angles to them. This type of fire is lit on the windward side.

THE HUNTER'S FIRE:







This is a cooking fire. Two small logs from three to six inches in diameter are laid side by side quartering into or at right angles to the wind. A space slightly smaller than the diameter of the cooking utensils separates these logs. The logs can be laid at an angle to one another, to accommodate several different sizes of frying pans or kettles at the same time. If the fire is for one or two meals, any logs will do--even those that are partially decayed. If the fire is to be used for several days, green logs will probably last the full time, without replacement. Logs should be flattened on the top side, so that the utensils will be less likely to upset. Kindling the fire the full length of the logs, makes it possible to cook several things at once. The fire may be controlled by use of a stick, or a rock for a chuck under the log on the windward side. If the log is raised, the air circulates underneath to fan the fire into an intense heat. The heat will die down if the log is lowered to the ground. A slow fire will result from scraping earth or sand against the outside of both logs to cut off all draft.

Garbage can be quickly disposed of by drying it on a grill made of a few sticks across the fire logs. When completely dried, it is dropped into the fire, where it will burn without odor.

The Hunter's Fire may be rapidly changed into a baking fire by driving stakes on the outside of one of the fire logs and rolling the other on top. When logs are not available, this type of fire may be made by arranging sod or rocks in a way similar to the two logs.

TIN CAN FIRE:

A small steady fire in a stove made of a tin can.

Start with a small fire of tinder. Have a supply of sticks no bigger than thumb (for a #10 stove). Keep fire small, and feed steadily with small twigs. Needs plenty of air; keep extra tinder handy for bolstering up!

Move can in place when fire is going. Tin can cookery needs two persons--one to cook, the other to feed fire.

Cut door; punch holes in opposite sides for draft; heat top grease and wipe off; then grease again and fry on top.

APPENDIX VIII

TENTS

Some good things to know about CANVAS:

Pins in canvas make holes for the rain to come through and may start tears.

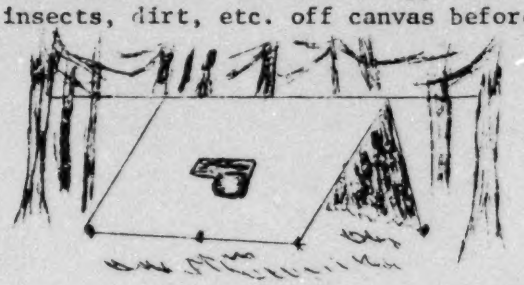
Running the finger or foot down the roof of the tent when it is wet will break the air bubbles that make the canvas waterproof, and there will be a leak.

Canvas mildews when rolled up damp. After a rain, let the sides and flaps dry before rolling them again.

Canvas and ropes shrink when wet, so ropes should be loosened at the beginning of a storm, and tightened afterwards. Pull ropes evenly on both sides to keep the tent looking trim.

The tent should fit loosely when dry, so the sides may be pegged down to floor or floor pegs easily.

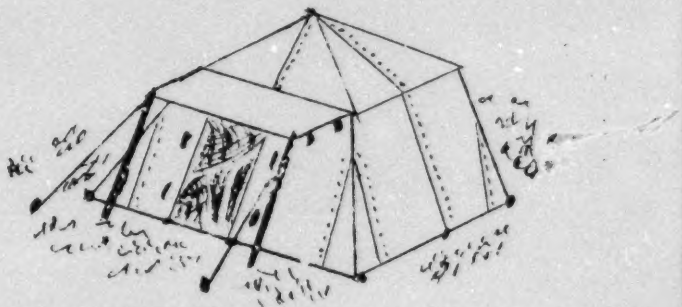
When folding tents, be sure the canvas is dry. Let sun shine on the canvas for two hours after dew has disappeared. Fold on seams smoothly. Brush cobwebs, insects, dirt, etc. off canvas before folding.



A. Poncho Shelter

B. Explorer's Tent

C. Pup Tent



D. Umbrella Tent